



Caldew School

Pupil Premium Expenditure Evaluation 2014-15

The Pupil Premium is a government initiative designed to target resources on those students who have been on Free School Meals at any point over the past 6 years, those who are Children Looked After or have been over the last 6 years, or students whose parents serve or have served in the armed forces during the last three years.

For the year 2014/2015, the Pupil Premium funding for Caldew School was £136564. The details of how the school used the Pupil Premium to support our students and increase the success of our Pupil Premium students are outlined below. The main priorities for 2014-15 were:

- Narrow the gap at 5 A*-C inc English and Maths
- Increase the number of students making at least expected progress in English and Maths
- Secure greater rates of progress in Literacy and Numeracy at Key Stage 3 so the students catch up the large gap that already exists at the point of transition
- Improve the attendance of Pupil Premium students

In June 2015, we commissioned an external Pupil Premium review by a General Advisor from the Local Authority to evaluate our progress towards narrowing the Pupil Premium achievement gap. It was concluded that, "Since the last Pupil Premium Review the school has made good progress in addressing the areas for development and in spreading a strategy to subjects other than Maths and English. Impact is beginning to be evident in several areas and the school has robust self-evaluation that points to further areas of focus and consolidation in the coming year that will influence outcomes further. The school has worked hard to increase the focus on disadvantaged students this year and there is sound evidence that this is beginning to narrow gaps. Most of the recommendations that have been made are consistent with the school's own plans to further improve practice. The school's determination to close gaps is admirable."

Initiative	Strategies	Intended Impact	Evaluation	Next Steps
Year 11 English and Maths	Withdrawal Groups to increase time for specialist teacher intervention.	Students make at least 3 levels progress in Maths and English.	<p>The attainment of PP students has improved significantly: the gap between PP and NPP students attaining 5A*-C inc E&M has reduced from 29% to under 17%. All Service students attained this measure. Of the FSM students, 36% attained 5A*-C inc E&M and the gap was 26%. In 2014 the gap nationally for FSM students was 26% and we expect the school to be in line this year.</p> <p>Gaps are closing for PP students for 3+ levels of progress in Maths. The proportion of PP (FSM) students making expected progress up 15% and in those exceeding expected progress up by 19%. 100% of Service Students made 3 levels of progress. In English there was a decrease in the proportion of PP (FSM) students making expected progress of 17% and an increase in those exceeding expected progress up by 7%.</p> <p>100% of Service Students made 3 levels of progress in English and Maths.</p>	<p>Extend the rigour of narrowing the gap strategies and monitoring across all subjects, resulting in consistently effective practice and a positive Progress8 value, in line with NPP.</p> <p>Increase proportion of students making expected progress in English</p> <p>Ensure the effectiveness of additional staffing in Maths and English to provide effective intervention.</p> <p>Establish the roles of PP Leads in core subjects to drive progress and raise achievement</p>
One to One tuition	One to One tuition for identified Key Stage 3 students in Maths and/or English	<p>Improve reading, spelling and comprehension ages</p> <p>Narrowing the gap on chronological ages</p> <p>Students make expected progress in Maths and English</p>	<p>Maths tuition delivered for identified student, making 2LOP over the course of KS3, with 4subLOP being made in Year 9 and increasing the student's rate of progress.</p>	<p>Further develop the tailored support and intervention for students</p>
Key Stage 3 literacy and numeracy	Literacy screening of all new students Intervention programme for identified students coordinated by Assistant Heads of Maths and English	<p>Students are making expected progress at termly data collections</p> <p>Improve reading, spelling and comprehension ages</p> <p>Narrowing the gap on chronological ages</p>	<p>Literacy data ensures comprehensive coverage of all students and is shared with all staff to inform differentiation.</p> <p>Proportion of PP students with literacy ages more than one year below chronological age has reduced for spelling (between 2% and 3% across KS3) and reading (6%), but most significantly for comprehension (5% in</p>	<p>Introduce whole school, half termly literacy focus to embed literacy practice</p> <p>Develop teaching staff's use of literacy data to inform consistent teaching and assessment of literacy</p>

	KS3 Literacy group Use of Lexia computer programme Staff training on literacy		Year 8 and 16% in Year 7).	Extend detailed tracking to cover all aspects of intervention HLTA specialists in core departments to further refine and tailor intervention according to needs.
HLTA specialists in Core departments of Science, Maths, and English to build specialism and more effective support.	Higher quality differentiation and support in place in Core subjects Support for individuals and small groups	Students make at least expected progress	<p>In English, Maths and Science, the proportion of FSM students making expected progress and better than expected progress by the end of Year 9 is in line with NPP. In Science, FSM students make better progress than NPP. Service and CLA make expected progress in line with NPP, but fewer make better than expected progress in Maths and Science. Data shows that the gap gets progressively narrower through KS3.</p> <p>In Maths, the proportion of FSM students making expected progress up 15% and in those exceeding expected progress up by 19%. 100% of Service Students made 3 levels of progress. In English there was a decrease in the proportion of FSM students making expected progress of 17% and an increase in those exceeding expected progress up by 7%.</p> <p>In Science, all students made at least expected progress in Biology, Chemistry and Physics, with more FSM students making better than expected progress in Physics. In Science, the gap between FSM and NPP students making expected progress has reduced by 12%, and the gap has more than halved to 15% in Additional Science. Narrowing these gaps further remains an area for development.</p>	<p>Narrow the gap for students making expected progress in Years 7 and 8.</p> <p>Increase the number of CLA and Service students making better than expected progress.</p> <p>Increase the proportion of students making expected progress in English at KS4.</p> <p>Further increase the proportion of PP students making expected progress and better than expected progress in Science and Additional Science.</p>
Dedicated HLTA to lead intervention work through school's L2L	Individual support for students in areas such as coursework and catching up after periods of absence.	Students achieve in line with targets	A significant amount of support for underachieving PP students resulted in improved CA marks in a number of subjects. 56% of Pupil Premium students in Year 11 received coursework intervention in the L2L. The number of students receiving intervention and the number of	Work with data manager to provide more detailed information on coursework performance/ 'on track' status to support early intervention

provision.			<p>hours they received increased from the previous year, showing increased monitoring and provision for those students. Student voice carried out as part of the Pupil Premium Local Authority visit showed that all students valued the role of the L2L in supporting them with Controlled Assessments.</p> <p>Over 70% of the intervention in Year 10 was for PP students, showing earlier intervention to allow students to catch up.</p>	
Learning Mentor to work closely with disaffected students to overcome barriers to learning.	<p>KS3 Ready to Learn Group</p> <p>Individual mentoring</p> <p>Support in lessons</p>	Improved attendance and engagement	<p>50% of PP students in the KS3 Ready to Learn group have a higher attendance compared to last year. They also have fewer behaviour logs compared to last year. The proportion of students having repeat periods of seclusion reduced compared to the previous year. PP students received 878 hours of seclusion last year. Focused seclusion also had a positive impact on students e.g. One student's attendance dropped by 6% to 75% over a six week period. Intensive support got the student back in school and attendance to an average of 82%, with attendance of 92% for the phase following intervention.</p>	<p>Reduce the number of FTE for PP students</p> <p>Develop more tailored strategies to overcome barriers to learning</p>
Intervention Coordinator	<p>Monitoring of data to identify students in need of support.</p> <p>Individual intervention plans</p> <p>Intervention in the L2L provision.</p>	Students achieve in line with targets	<p>All students attained 5+ GCSEs. The gap between PP and NPP students attaining 5A*-C in E&M has reduced from 29% to under 17%.</p> <p>The Intervention Coordinator monitors data closely, including 'Coursework on Track', in order to target and prompt intervention.</p> <p>Individual case studies reveal particular circumstances and successes e.g. a student whose attendance had fallen to 76% rose to 83% during a period of intervention which enabled her to complete all controlled assessments at target grade. Another student's attendance deteriorated during the year, but the focused and systematic structure of the intervention meant that she completed all controlled assessments.</p>	Earlier identification of students needing support through effective liaison with middle leaders
Support	Transport costs to ensure students can	Increased levels of attendance and	Transport was provided where necessary- including to support attendance of revision sessions	Continue to provide support next year

	<p>attend school Support for extracurricular trips Uniform costs to ensure that no students are concerned about their appearance Music Tuition either full or 50% subsidy for peripatetic tuition Hardship fund - supported with ICT Software, revision guides and other items.</p>	<p>participation</p>	<p>Uniform support given where appropriate</p> <p>Music tuition provided to any Pupil Premium student wanting to receive tuition</p> <p>Revision guides purchased to support preparation for examinations</p> <p>Pupil Premium students were supported in accessing extra-curricular trips, including Geography field trips, Spanish, French and ski trips.</p> <p>Additional breakfast allowance provided for FSM students</p>	
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